****

### Department of Curriculum and Instruction

Office of Gifted Education

#### Benchmarks for Gifted Students

| **Grade 12 Goal 1: To develop an understanding of systems of knowledge themes, issues, and problems that frame the external world.** | |
| --- | --- |
| **Benchmark:**  **Indicators:**  **Benchmark:**  **Indicators:**  **Benchmark:**  **Indicators:**  **Benchmark:**  **Indicators:**  **Benchmark:**  **Indicators:**  **Benchmark:**  **Indicators:** | **Gifted students will recognize and empathize with perspectives of a given concept, theme, or issue that is not his or her own.**   * *Demonstrates a developed sense of awareness regarding personal biases and prejudices* * *Communicates a desire to investigate and explore issues that impact society* * *Effectively communicates empathy and self-knowledge* * *Clearly articulates reasons for expressed opinions, noting personal biases and prejudices within the context of varying opinions* * *Demonstrates respect for perspectives that differ from one’s own* * *Explains the value in alternative viewpoints*   **Gifted students will recognize, empathize, and make connections between the systems of issues and problems occurring in the external world.**   * *Demonstrates developed/sophisticated understanding of relationship between self and the real world* * *Recognizes possibilities and limitations of initiating change* * *Articulates the impact of complex issues and scenarios both nationally and globally* * *Considers factors and changes affecting the interplay among issues*   **Gifted students will analyze influences that shape future trends related to key concepts, issues, and themes.**   * *Examines emerging trends and factors that shape the emergence and evolution of ideas* * *Recognizes that trends rarely unfold in a constant, linear direction* * *Considers multiple**determinants to analyze influences that shape trends* * *Uses digital technology to research and collect data in order to refine ideas and predict future trends*   **Gifted students will compare and contrast original approaches to discipline-based dilemmas with those of experts in the field.**   * *Submits examples of refined/cumulative work to experts in the field for feedback* * *Participates in problem-solving exercises used to generate specific feedback from peers* * *Develops a framework/method for comparing and contrasting ideas* * *Generates and clarifies approaches to dilemmas through inquiry and advanced exploration* * *Collaborates with peers to develop collective points of view on the cause/effect of dilemmas*   **Gifted students will formulate essential questions, pose and define problems, and test and improve ideas.**   * *Applies understanding of concepts from multiple perspectives to generate solutions* * *Connects the essential question to systems of knowledge, themes, and issues that frame the external world* * *Demonstrates advanced exploration and problem solving within a topic/issue using essential question as the framework for investigation*   **Gifted students will evaluate the limitations of generalizations related to major themes, issues and problems.**   * *Examines the paradoxes and contradictions that exist within and across disciplines, systems of knowledge, issues, and real world problems* * *Understands and manages ambiguity* * *Uses logic and previous knowledge to delve deeper into issues* * *Demonstrates advanced persistence in analyzing and interpreting solutions, including possible limitations* * *Develops sophisticated approaches to overcoming limitations by researching, collecting data, and developing inquiry-based solutions* |

****

### Department of Curriculum and Instruction

Office of Gifted Education

**Benchmarks for Gifted Students**

| **Grade 12 Goal 2**: **To develop critical thinking and creative abilities and problem solving skills.** | |
| --- | --- |
| **Benchmark:**  **Indicators:**  **Benchmark:**  **Indicators:**  **Benchmark:**  **Indicators:**  **Benchmark:**  **Indicators:**  **Benchmark:**  **Indicators:** | **Gifted students will evaluate the effectiveness of various problem solving techniques to a variety of problem-based situations (e.g. mathematical, scientific, literary, and technological).**   * *Develops criteria to determine effectiveness* * *Evaluates and compares effectiveness of solutions to problems across discipline* * *Analyzes and considers the root of problems to develop multiple solutions* * *Develops a variety of procedures for arriving at viable solutions* * *Considers and selects a variety of creative thinking strategies to generate solutions*   **Gifted students will engage in problem finding and framing for personal situations, situations in the community, and global issues, in order to apply interdisciplinary principles and processes to propose solutions to problems and complex issues.**   * *Demonstrates awareness of relationships among various disciplines* * *Synthesizes information from a variety of disciplines to find and frame problems in order to understand ideas* * *Generates multiple and varied solutions to problems* * *Works effectively as a team member to generate multiple solutions*   **Gifted students will evaluate the feasibility of various solutions to problems.**   * *Recommends and defends a solution* * *Reframes problems when alternative solutions are exhausted* * *Examines different options for solving complex real-world situations and determines why specific courses of action need to be taken* * *Generates a multitude of viable solutions and considers alternative solutions during the evaluation process*   **Gifted students will identify concepts that cross disciplines as they apply the principles of presenting a defensible argument.**   * *Develops a clear and coherent thesis and conclusion for an argument* * *Develops logical arguments based on data and research findings* * *Identifies or seeks out the critical assumptions behind a line of reasoning and uses that to judge the validity of an argument (e.g. facts, anecdotes, case studies, quotations, tables, charts, graphs)* * *Evaluates an argument objectively by considering all sides of an issue (e.g. examining multiple perspectives, data)* * *Evaluates sources for validity, bias, and relevance* * *Builds on previous knowledge, connections, and inferred knowledge to creatively express rationale for a clearly developed argument* * *Uses macro concepts to create, explain, and/or present an argument linking multiple disciplines*   **Gifted students will investigate the causes and critical issues of problems (e.g. personal, social, ethical considerations).**   * *Analyzes the impact of decisions to self and others and takes responsibility for consequences and outcomes of decisions* * *Provides evidence in support of one’s conclusions and requests evidence from others before accepting their conclusions* * *Uses multiple points of view to assess and communicate the root of the problem/issue* * *Demonstrates sophisticated, macro- understanding of problems and develops solutions while investigating problems* |

****

### Department of Curriculum and Instruction

Office of Gifted Education

#### Benchmarks for Gifted Students

| Grade 12 Goal 3: To develop metacognitive skills that foster independent and self-directed learning in **order to develop self-understanding.** | |
| --- | --- |
| **Benchmark:**  **Indicators:**  **Benchmark:**  **Indicators:**  **Benchmark:**  **Indicators:**  **Benchmark:**  **Indicators:**  **Benchmark:**  **Indicators:** | **Gifted students will compare their ideas, abilities, and goals to those of practicing professionals.**   * *Chooses independent investigations to study research, contributions, and authentic practices of professionals in the field* * *Establishes and uses authentic goals to guide work* * *Assesses work according to goals* * *Identifies how components of their learning profiles align with those of the practicing professionals in one or more disciplines* * *Thinks critically and conceptually towards mastering the completion of an innovative task* * *Considers a variety of resources for honing the development and authentic presentation of ideas*   **Gifted students will reflect on their own learning and work profiles over time.**   * *Identifies emerging patterns and trends in personal learning and work profiles* * *Utilizes assessment formats that require reflection (goal statements, reflective essays, longitudinal portfolios, journals, and personal discoveries)* * *Assesses individual strengths to develop a personal plan of action* * *Develops personal criteria for evaluating achievement of goals and growth*   **Gifted students will extend independent scholarly skills and behaviors.**   * *Selects independent projects based on individual abilities and interests* * *Incorporates personal learning style into creation of products* * *Effectively uses various styles of oral and written communication* * *Designs original work and participates in contests at the state and national level* * *Seeks constructive criticism in order to hone ideas, aspirations, and interests*   **Gifted students will explore opportunities for personal involvement in global issues.**   * *Assesses individual strengths to develop a personal plan of action* * *Hones/develops a meaningful perspective/connection to a significant cause or issue* * *Seeks meaningful resources and knowledge to foster and develop understanding of cause or issue*   **Gifted students will demonstrate the ability to synthesize information and incorporate the information generated.**   * *Extends application of information across other disciplines* * *Selects and organizes meaningful data to review for decision making and creating products* * *Objectively analyzes personal products and those of others to extract specific meaning* * *Develops appropriate benchmarks and tools for accomplishing tasks* |